

## **PART ONE: OVERVIEW AND GENERAL INFORMATION**

### **THE CORPORATION FOR NATIONAL SERVICE**

The Corporation for National Service was established in 1993 to engage Americans of all ages and backgrounds in community-based service. We support a range of national and community service programs, providing opportunities for participants to serve full-time and part-time, as individuals or as a part of a team. Learn and Serve America integrates service into the academic life of nearly one million students in all fifty states. The National Senior Service Corps uses the skills, talents, and experiences of nearly half a million older Americans to help make communities stronger, safer, healthier and smarter. AmeriCorps engages thousands of young Americans on a full- or part-time basis to help communities address their toughest challenges while earning support for college, graduate school or job training. The programs we support provide tangible benefits to local communities and foster civic responsibility in those who serve.

Within the Corporation, we make children and youth a priority that cuts across our streams of service and the four areas of education, environment, public safety and other human needs. Most Learn and Serve America, AmeriCorps and National Senior Service Corps programs incorporate this priority within their program objectives. All of our streams of service support the America Reads Challenge to ensure that children learn to read independently by the end of the third grade. Some of our national and local activities under this initiative include training and coordinating unpaid volunteer tutors, organizing and assisting family literacy programs, and serving as reading partners in structured programs.

We work closely with America's Promise – the Alliance for Youth, an alliance of non-profit organizations, businesses, schools, state and local governments, and faith-based organizations that direct organizational, financial and human resources to help turn the tide and create options for millions of children and youth who lack certain fundamental commitments from the nation. The Corporation, alongside delegates from all walks of life, established our obligations to youth and children at the Presidents' Summit for America's Future. We committed ourselves to see that all of America's children and youth have:

- caring adults in their lives as parents, mentors, tutors and coaches;
- safe places with structured activities in which to learn and grow;
- a healthy start and healthy future;
- an effective education that equips them with marketable skills; and
- an opportunity to give back to their communities through service.

## LEARN AND SERVE AMERICA

Learn and Serve America provides young people with opportunities to serve America by connecting community service with academic learning, personal growth, and civic responsibility. These opportunities are the result of grants to state education agencies, State Commissions on National and Community Service, Indian Tribes, U. S. territories, schools, colleges and universities, and nonprofit organizations. Grantees create new service-learning programs, replicate existing models, and train staff, faculty, adult volunteers, and students in service-learning. Participants in School- and Community-based programs are school-age youth, while Higher Education program participants include undergraduate and graduate students, as well as faculty, staff and community members.

- **Program Elements.** Learn and Serve America engages students in structured, hands-on service projects that meet community needs and, at the same time, helps participants develop personal, civic and academic skills. State education agencies, Indian Tribes, U.S. Territories, state commissions, nonprofit organizations, and colleges and universities administer Learn and Serve America programs.
- **Participation.** In fiscal year 1999, Corporation-funded School- and Community-based programs enrolled nearly one million students in service-learning activities. In that same year, approximately 30,000 students, faculty and community members participated in our higher education programs.
- **Types of Service.** Students work with the community to identify needs and determine appropriate service activities. Projects address local needs in the areas of education, public safety, the environment, and other human needs. Many projects include partnerships with schools, hospitals, nursing homes, community recreation centers, day care centers, parks, and human service agencies of all types. The intensity of the service activities varies from a few hours per month to 20 hours per week.
- **Funding.** Learn and Serve America makes grants to several types of entities. Indian Tribes, U.S. territories, nonprofit organizations, and state commissions may apply for School- and Community-based competitive grants. State education agencies are eligible for formula grants<sup>1</sup> and competitive grants. Typically, grantees make subgrants to local partnerships to operate service-learning programs in schools and communities. All grantees must provide matching funds.

In addition, Learn and Serve America makes higher education grants on a competitive basis to individual colleges and universities, consortia, and nonprofit organizations.

<b>Service-learning:</b>
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<sup>1</sup> The formula allotments are based on each state's student population and Elementary and Secondary Education Act Title I allocation.

- Is a method whereby students or participants learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of a community;
- Is coordinated with an elementary school, secondary school, institution of higher education, or community service program, and with the community;
- Helps foster civic responsibility;
- Is integrated into and enhances the academic curriculum of the students, or the educational components of the community service program in which the participants are enrolled; and
- Provides structured time for the students or participants to reflect on the service experience.

## Available Funds

Funds are available for new grants to support high quality school-based, community-based and higher education service-learning programs. This application addresses only School- and Community-based programs. We will award grants to programs that provide youth with school-related and community-based opportunities to develop their academic and civic skills by addressing real-life problems in their communities. We expect successful programs to address community needs in one or more of the following areas: education, public safety, environment, and other human needs.

Types of Grants	Eligible Applicants	Available Funds	Number of Grants (Estimated)	Range of Grant Amount
School-Based State Education Agency Formula Grants	State Education Agencies (Including the District of Columbia and Puerto Rico)	\$20,000,000	Up to 52	Determined by formula
School-Based Indian Tribes and U.S. Territories	Indian Tribes, U.S. Territories	\$800,000	6 - 10	Up to \$300,000 over three years
Community, Higher Education, School Partnerships (CHES Partnerships)	State Education Agencies, Grantmaking Entities, Indian Tribes, U.S. Territories	\$6,600,000	10 – 15	Up to \$1,500,000 over three years
Community-Based Programs	State Commissions on National Service, Grantmaking Entities	\$4,800,000	15 – 20	Up to \$800,000 over three years

## TYPES OF GRANTS AND ELIGIBLE APPLICANTS

### Learn and Serve America: School-based Grants

School-based programs provide high-quality service-learning opportunities for elementary and secondary school students. School-based service-learning seeks to integrate a community service philosophy and activities into academic curricula. In school-based service-learning, classroom studies complement community experiences and enable students to reflect upon and take action in addressing community needs.

These grants may be used to:

- provide subgrants to local partnerships<sup>2</sup> to carry out service-learning projects;
- train teachers to incorporate service-learning into curricula;
- coordinate the work of adult volunteers in schools to support service-learning activities;
- introduce youth to a broad range of careers and expose them to further education and training;
- hire service-learning coordinators to help identify community partners and implement service-learning programs;
- provide technical assistance for faculty training and program development, subgrantee meetings, program assessment and evaluation, and the development and dissemination of training materials; and
- develop and carry out service-learning projects.

Participants in school-based programs must be students enrolled in elementary or secondary school.

#### ***School-Based Program Examples***

As part of their English classes, high school juniors and seniors learn about literacy and techniques for teaching younger children to read. The high school students will tutor elementary school students at least three days a week. The tutors will continue to process and improve their teaching techniques through class discussions and additional training. Anticipated outcomes for the high school participants include increases in school attendance, graduation rates and participation in post-secondary education, as well as decreases in disciplinary referrals. Elementary school teachers expect to see increases in reading scores and improved self-confidence among their students.

A tribal consortium provides opportunities for students to make a difference in protecting and preserving their local environment. For example, students operate a composting pile while learning about landfills, dumps, and toxic wastes in class. Also, they remove abandoned cars from local villages, while learning about why cars may be environmentally hazardous and how they can recycle metal and other materials.

***Eligible Applicants-*** State Education Agencies may apply for school-based formula grants. Indian Tribes, U.S. Territories and Grantmaking Entities<sup>3</sup> may apply for competitive grants to operate school-based programs.

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<sup>2</sup> Local partnerships must include a local educational agency and one or more community partners that must include a public or private nonprofit organization and may include a private for-profit business or private elementary or secondary school.

<sup>3</sup> A grantmaking entity is a public or private nonprofit organization experienced in service-learning that submits an application to make grants for service-learning programs in two or more states and was in existence at least one year before the date on which the organization submitted the application.

## Community, Higher Education, School Partnerships (CHES Partnerships)

We expect the CHES Partnerships to be a highly competitive new grant initiative. The overall purpose of this initiative is to:

- encourage strategic, purposeful collaborations among institutions to improve education and communities; and
- develop comprehensive demonstration models of service-learning and community, higher education, and school collaborations that can be replicated.

Our intent is for communities, institutions of higher education, and schools to work together to identify and meet the needs of the community, and at the same time, create valuable learning opportunities for young people. Each individual involved in the program – students, teachers, faculty, administrators, parents, senior citizens and other adult volunteers– will bring their unique expertise to bear. This kind of collaboration expands access to resources, and reinvigorates civic responsibility.

CHES Partnerships are supported with Learn and Serve America: School-based funds, so grants may be used for the same activities outlined above for school-based programs. In addition, CHES Partnerships should include the following essential characteristics:

- **Clear goals and purposes for collaborations.** Partnerships and collaborative initiatives must have specific purposes - creating positive community change, and improving measurable outcomes for students, institutions, and the broader community.
- **Substantive and sustainable collaborations.** Partnerships and collaborative initiatives must be both substantive and sustainable. Research findings indicate that impacts are stronger for students who are involved in substantial hours of service continued over time. Long-term programs must be developed to allow service-learning opportunities throughout the school-year and across grade levels. To support these continued opportunities for students, commitments with collaborating groups should be made with long-term sustainability as a goal.
- **Research and evaluation.** To determine the quality and effectiveness of model programs and collaborations, research and evaluation must be key components of your CHES Partnership initiative.
- **Replication plans.** You must include product development and dissemination activities to support replication of effective models and program elements, and to share lessons learned with the service-learning field.
- **Clear measurable outcomes.** You must clearly describe the community, student, and institutional improvements that will result from your CHES Partnership initiative, and explain how you will measure success.

Because CHES Partnership programs are supported with Learn and Serve America: School-based funds, participants must be students enrolled in elementary or secondary school. Higher education students and faculty, community members, teachers and others may be involved in the program as staff or adult volunteers.

### ***Community-Higher Education-School Partnerships Program Example***

A State's Community-Higher Education-School Partnership (CHESP) program makes six subgrants to localities to support effective collaborative service-learning partnerships among three types of entities – K-12 school districts, community-based organizations, and higher education institutions. Each CHESP subgrant is designed to have a significant impact on one or more of the State's identified priority areas, which are the environment, community health, and job preparedness. Three of the subgrantee programs are described below:

One subgrantee is a local non-profit organization leading a partnership that includes the school district and area colleges. The partnership's activities focus on creating afterschool programs in several area elementary and middle schools. Students are involved in service-learning by creating an urban community garden, developing a non-profit garden supply center for the community, and establishing community education programs on food and the environment. The program combines the efforts of college-level agricultural and business students with K-12 classes. This partnership provides afterschool activities daily for 150 children, increases access to fresh foods, beautifies the neighborhood, and builds positive relationships between neighborhood residents and school students. In addition, K-12 students' performance in math, science, nutrition, and language arts improves. College students report better understanding of their course material.

A second subgrantee is a school district leading a partnership that includes a large university, neighborhood associations, and a hospital. The partnership focuses on improving educational skills of all students and increasing community access to health care. K-12 students learn their core subjects through a thematic curriculum focused on health, and team up with health professions students to perform education and outreach in the community. As a result of this multi-faceted partnership, community members report a better understanding of health issues, increased preventive care visits to clinics, and a higher rate of enrollment in appropriate health insurance programs. The K-12 students demonstrate a better understanding of health-related issues and careers, increased school engagement, and fewer disciplinary problems. Health professions faculty and students report improved clinical opportunities and a better understanding of the barriers to health care access in the community. Health professions students report greater satisfaction with health as a career choice as compared to their peers who do not participate in the program.

A third subgrantee is a community college leading a partnership that includes two school districts and a non-profit organization. Activities focus on the delivery of computer skills and technology access for all sectors of the community. High school students, working

with their teachers and community college students, repair and rebuild computers for use at local schools, libraries, and community centers. Several schools in the partnering districts open their computer labs in the evenings and on Saturdays to community residents interested in securing positions in technology-based companies or improving their general computer skills. The school labs offer a variety of computer software and Internet courses taught by students, faculty, and teachers.

Community college Management Information Systems students are assigned to each computer lab to support educational computer use by students and staff. Results of the program for the community include an increase in the number of computer literate residents who find jobs in technology fields. The school benefits through increased computer knowledge in its students and staff, and community college students gain a better understanding of computer concepts and factors contributing to the “digital divide.”

***Eligible Applicants*** - State Education Agencies, Indian Tribes, U.S. Territories and Grantmaking Entities<sup>4</sup> may apply for competitive grants to operate CHES Partnership programs.

***CHES Partnership Subgrantee Requirements*** – Partnerships that include local education agencies, higher education institutions, and one or more qualified public or private nonprofit organizations, other education agencies or private for-profit businesses that coordinate and operate programs for student participants are the only entities eligible to apply for subgrants. While each local partnership must include a local education agency, any partner entity, except a for-profit business, can submit a subgrantee application on behalf of the partnership. Examples of qualified organizations are youth development organizations, community development corporations, professional associations, teacher unions, empowerment zones and enterprise community boards. Partnership agreements must be written and must specify the responsibilities of each partner.

## **Learn and Serve America: Community-based Grants**

Community-based service-learning does not require connections with school curricula. However, we strongly encourage cooperation with schools, a connection with the curriculum, and that opportunities be provided for youth to reflect on their service experience.

These grants may be used to:

- provide subgrants to qualified organizations<sup>5</sup> to implement, operate, expand or replicate community-based service-learning projects and

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<sup>4</sup> A grantmaking entity is a public or private nonprofit organization experienced in service-learning that submits an application to make grants for service-learning programs in two or more states and was in existence at least one year before the date on which the organization submitted the application.

<sup>5</sup> A qualified organization is a public or private nonprofit organization that has experience in working with school-aged youth, and that was in existence for at least one year before the organization submitted an application for a service-learning project.

- provide training and technical assistance to funded qualified organizations.

Participants in community-based programs must be youth between the ages of 5 and 17.

#### ***Community-Based Program Example***

A state commission identifies out-of-school time as a statewide priority and plans to engage youth in service in before and after school programs. The commission expects to fund a variety of subgrantee projects such as enlisting older youth as planners and tutors serving younger children, engaging participants in environmental service-learning projects, teaching conflict resolution skills, or developing urban community gardens.

***Eligible Applicants*** – State Commissions on National and Community Service and Grantmaking Entities<sup>6</sup> may apply for competitive grants to operate community-based service-learning programs.

### **Common Expectations for National Service Programs**

As part of the National Service Network, there are a number of opportunities for your programs to take part in national service days. We expect all Corporation funded programs, including Learn and Serve America, to participate in one or more days of service, including but not limited to the Martin Luther King, Jr. Holiday, National Volunteer Week, Youth Service Day and Make a Difference Day.

### **Cross-Stream Collaboration**

This year we continue to encourage our national service programs to engage in cross-stream collaboration. Cross-stream collaboration is most easily achieved if it is tied to program objectives. For instance, in the last few years America Reads programs have been most successful in helping children learn to read independently by the third grade with a cross-stream collaboration approach. If a number of programs focus on the same schools, the same neighborhoods or the same after school programs, they can maximize resources by using each program's members, participants, or volunteers towards the same goal. Even if programs are not working on the same goal or in the same school or neighborhood, we encourage programs we fund to meet within their communities on a regular basis to discuss areas of mutual interest. Sometimes these meetings lead to an idea for a joint project or joint training that, again, can maximize time and resources.

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<sup>6</sup> A grantmaking entity is a public or private nonprofit organization experienced in service-learning that submits an application to make grants for service-learning programs in two or more states and was in existence at least one year before the date on which the organization submitted the application.



## **PART TWO: GRANT TERMS AND REQUIREMENTS**

### **Grant Period**

We generally give a three year programmatic approval with an initial one-year grant award. Applications must include proposed activities and a detailed proposed budget for the first year of operation as well as estimated funds you will need in the second and third years of operation.

If we approve your application and enter into a multi-year award agreement, we will provide funding at the outset only for the first year of the program. The Corporation has no obligation to provide additional funding in connection with the award in subsequent years. Funding for the second and third years of an approved program is contingent upon satisfactory progress in relation to the approved objectives, submission of proposed changes in activities or objectives and a detailed budget and budget narrative for the applicable program year, the availability of funds, and any other criteria established in the award agreement. If your program is currently in its third year of operation, you will need to submit an application in accordance with guidelines for new applications.

### **General Grant Requirements**

There are nine basic requirements for funding that apply to school- and community-based Learn and Serve America programs:

- 1. Matching Funds.** Your share of the total cost of carrying out your program must be at least:
  - ten percent (10%) for the first year
  - twenty percent (20%) for the second year
  - thirty percent (30%) for the third year
  - fifty percent (50%) for the fourth and any subsequent year

***Organizations that have already received a direct three-year Learn and Serve America grant must provide at least 50% of the total program cost.***

You must provide your share of the program cost through payment in cash or in kind, fairly evaluated, including facilities, equipment or services. Your share may come from state, local, or Federal sources other than funds made available under the national service laws.

- 2. Administrative Costs.** For any fiscal year, you and your subgrantees collectively may spend no more than 5% of the total grant funds on administrative costs (see definition of administrative cost in appendix B).
- 3. Planning and Capacity-Building Costs.** School-based programs must spend at least 10% and not more than 15% of the total grant on planning and capacity-building through training, technical assistance, curriculum development evaluation and other coordination activities. State Education Agencies and Indian

Tribes may request a waiver to use up to 20% of the grant for this purpose. Community-based programs must use at least 10% of the grant with no maximum limit on funds that may be used for capacity-building.

- 4. Payments to Participants.** Minor expenses for identification of Learn and Serve America participants or recognition of outstanding service are allowable. However, you may not provide stipends, allowances, or other financial support to any program participant (excluding teachers) except as reimbursement for transportation, meals, and other reasonable out-of-pocket expenses directly related to program participation.
- 5. Annual Grantee Meeting.** You must attend the Annual Learn and Serve America Grantee Meeting. Your program budget must cover the costs associated with your participation (the budget form provides a fixed amount for meeting attendance).
- 6. Progress Reports.** You must submit financial and programmatic progress reports twice during each program year. In addition, a final report is required at the end of the three-year program cycle.
- 7. Federal Financial Management and Grant Administration Requirements.** As with all Federal grant programs, it is the responsibility of all programs funded by Learn and Serve America to ensure appropriate stewardship of Federal funds entrusted to them. Under our regulations, all programs must maintain financial management systems that provide accurate, complete, and current disclosure of the financial results of your program. To meet this requirement, your program must have adequate accounting practices and procedures, internal controls, audit trails, and cost allocation procedures.

A grantee organization that expends \$300,000 or more of total federal awards in a fiscal year is required to obtain a single audit for that year conducted by an independent auditor in accordance with the Single Audit Act, as amended, 31 U.S.C. sec. 7501, et seq., and OMB Circular A-133. If the grantee expends federal awards under only one federal program, it may elect to have a program specific audit, if it is otherwise eligible. A grantee that does not expend \$300,000 in federal awards is exempt from the single audit requirements of OMB Circular A-133 for that year. However, it must continue to conduct financial management reviews of its programs, and records must be available for review and audit.

A recipient of a Federal grant award (pass-through entity) is required in accordance with paragraph 400(d) of OMB Circular A-133 to do the following with regard to its subrecipients (1) identify the Federal award and funding source; (2) advise subrecipients of all requirements imposed on them; (3) monitor subrecipient activities and compliance; (4) ensure that subrecipients have A-133

audits when required; (5) issue decisions and ensure follow-up on audit findings in a timely way; (6) where necessary, adjust its own records and financial statements based on audits; and (7) require subrecipients to permit access by the pass-through entity and auditors to records and financial statements as necessary for the pass through entity to comply with A-133.

As with all Federal grant programs, you must assure that your programs or activities, including those of any subgrantees, will be conducted, and facilities operated, in compliance with the applicable civil rights statutes and their implementing regulations. You must assure that you will obtain assurances of such compliance prior to extending Federal financial assistance to subgrantees. For civil rights purposes, all programs and projects funded or receiving service members under the National and Community Service Act, as amended, are programs or activities receiving Federal financial assistance.

By Federal statute and regulation, a person, including participants, service recipients, or program staff, may not, on the grounds of race, color, national origin, sex, age, political affiliation, disability (for otherwise qualified individuals with disabilities), or in most cases religion, be excluded from participation in, denied the benefits of, or be otherwise subjected to discrimination, directly or through contractual arrangements, under any program or activity receiving Federal financial assistance. By Corporation policy, participation in the Corporation's programs and projects will be based on merit and equal opportunity for all, without regard to factors such as sexual orientation, marital or parental status, military service, or religious, community, or social affiliations, in addition to the statutory grounds.

- 8. Monitoring Responsibilities.** If you are approved for a Learn and Serve America grant, you are responsible for managing the day-to-day operations of the grant and subgrant-supported activities to assure that you are in compliance with applicable Federal requirements and that you achieve your performance goals.
- 9. Internet Access.** You must have Internet e-mail capability and will be required to subscribe to the Learn and Serve America listserv. You may include up to \$250 in your budget for this purpose.

When the National and Community Service Act is reauthorized by Congress, all programs must meet any new requirements established under the reauthorization with respect to new funds that are appropriated under reauthorization. New requirements will not automatically apply to funds appropriated under a previous authorization.

## **Restrictions**

We will reject any application that requests funding for a project already included in another application pending before the Corporation.

In addition, we will not fund organizations or groups to:

- provide religious instruction, conduct worship services or engage in any form of proselytizing;
- assist, promote, or deter union organizing;
- finance, directly or indirectly, any activity designed to influence the outcome of an election to any public office; or
- impair existing contracts for services or collective bargaining agreements.

## **PART THREE: REVIEW AND SELECTION PROCESS**

We frequently receive far more funding requests than we can award. We select applications using an extensive, multi-stage process that may include reviews by peer review panels and Corporation staff, with approval when appropriate, by our Chief Executive Officer or Board of Directors.

During the peer review process we use outside experts including representatives from educational and youth service organizations, community service practitioners, administrators, and former national service participants to evaluate the quality of applications. During the staff review we determine the relative quality among applications and ensure that the selected applicant pool will:

- reflect geographical diversity;
- include programs that demonstrate the greatest need of assistance, such as those targeting low-income areas; and
- represent a balance between former and new grantees.

Before staff recommends a program for approval, we may conduct interviews in person or through conference calls.

### **Selection Criteria**

Outlined below are the criteria that peer reviewers and our staff will use to select organizations to receive Learn and Serve America grants.

#### **I. Program Design (60%)**

##### **Getting Things Done**

We will look for coherence and consistency among the following critical program components:

- well-documented compelling community need;
- well-designed activities with measurable goals and objectives that meet community needs;
- well-defined roles for participants that lead to measurable outcomes or impact;
- effective involvement of target community in planning and implementation; and
- ability to provide or secure effective technical assistance.

##### **Strengthening Communities**

We will look for evidence of strong community partnerships that will survive changes in leadership and key personnel and how your program will improve the organizations involved and community it serves over the long and short terms. Specific components are:

- strong community partnerships, including well-defined roles for community partners;
- potential for sustainability, innovation, or replicability of project activities;

- enhanced capacity of organizations and institutions;
- mobilization of community resources, including volunteers; and
- bringing together people of diverse backgrounds.

### **Participant Development**

Participant development is essential for the success of service-learning initiatives. We also are especially interested in the benefits, results, and outcomes of sustained involvement in service-learning initiatives. Examples of outcomes are changes in civic and social attitudes, educational impact, social and personal development, and improved life skills. Four important components will be considered:

- effective plans for recruiting, developing, training, supervising, and recognizing participants;
- well-designed activities that promote an ethic of service and civic responsibility;
- well-designed plan to engage participants in high quality service-learning as defined by the Corporation; and
- well-designed plan for participants to learn to serve together with people of diverse backgrounds.

## **II. Organizational Capacity (25%)**

Demonstrate that you are capable of effectively managing the proposed program and that you and your partners have a sound track record and adequate staff. We will consider the following components:

- ability to provide sound programmatic and fiscal oversight;
- sound track record in the issue area to be addressed by the project;
- well-defined roles for staff and administrators; and
- well-designed plans or systems for self assessment, evaluation and continuous improvement.

## **III. Budget and Cost Effectiveness (15%)**

Demonstrate that your budget is reasonable and sufficient to carry out your program, and you have the ability to leverage other resources to support the program. We will look for evidence of the following:

- adequate budget to support program design;
- commitment of applicant organization to securing resources for program implementation or sustainability; and
- cost-effective within program guidance.

## **Notification**

Following the review process, we will notify you in writing of your status. Because the review process and the negotiation of terms and conditions of the grant may take several months, successful applicants should anticipate a program start date in Fall 2000.

## **Intent to Submit**

It would help our planning process to know if you intend to submit an application. If you think you will submit an application, please send us a notice of intent to submit (see application instructions) by January 31, 2000 addressed to:

Gina Davis  
Corporation for National Service 9<sup>th</sup> Floor  
1201 New York Avenue, N.W.  
Washington, D.C. 20525

If you do not send a notice of intent to submit, you may still submit an application. Conversely, if you send a notice of intent to submit, you are not obligated to submit an application. The notice of intent to submit simply helps us to plan more efficiently for our review.

# **APPLICATION INSTRUCTIONS FOR SCHOOL- AND COMMUNITY-BASED COMPETITIVE GRANTS**

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## **Notice of Intent to Submit**

If you plan to submit an application, please send us a notice by January 31, 2000 addressed to:

Gina Davis  
Corporation for National Service  
1201 New York Avenue, N.W.  
Washington, D.C. 20525

The notice should include the name of your organization, address, contact person and phone number. It should simply state that you plan to submit an application for Learn and Serve America School- and Community-based Programs on March 6, 2000. If you do not send a notice of intent to submit, you may still submit an application. Conversely, if you send a notice of intent to submit, you are not obligated to submit an application.

## **Compliance Requirements**

You must submit one unbound, single-sided original and two (2) copies of the application. Your application must arrive at the Corporation for National Service no later than 5:00 p.m., Eastern Standard Time, March 6, 2000. Send your application to Box SCB, Corporation for National Service, 1201 New York Avenue, NW, Washington, D.C. 20525. Facsimiles will not be accepted.

Type and double-space the submission package in not less than 12-point font size, with one-inch margins. Please number the narrative pages. You must follow the page limits specified below. We will not review any submission that does not comply with the above requirements except under extenuating circumstances as determined by us.

## **Selection Criteria for New Applications**

All applications will be assessed using the following evaluation criteria:

Program Design	60%
• Getting Things Done	
• Strengthening Communities	
• Participant Development	
Organizational Capacity	25%
Budget and Cost Effectiveness	15%

See Selection Criteria on pages 13 to 14 for more details.



## Submission Information

You must submit three-year program plans that describe how you will promote, manage, and evaluate service-learning in your state. Your application must contain the following components in the following order:

Title Page  
Executive Summary (one single-spaced page maximum)  
Proposal Narrative (up to twenty double-spaced pages maximum)  
Budget Form and Narrative  
Goals Statement, Objectives Summary form and Objectives worksheets  
(up to nine)  
Signed Assurances and Certification Forms  
Appendices (up to five items)

### I. Title Page

Follow the title page instructions.

### II. Executive Summary (one page)

Attach a one-page executive summary. It should describe the following:

- Three-year vision for service-learning
- Goals and objectives for the first program year
- Proposed activities
- Projected number of participants
- Projected number of subgrantees, if applicable

#### **For Current and Previous Learn and Serve America Grantees Only:**

Summary of Previous Learn and Serve America Program (one additional page)

Provide a brief summary of your previous program(s) and its impact. Include major accomplishments. *Also, throughout the narrative section of your new application, explain how your proposed program will build on your previous accomplishments.*

### III. Proposal Narrative (up to twenty double-spaced pages maximum)

The proposal narrative covers the information requested in sections A and B below. In addition to your narrative, we will also evaluate your objectives worksheets and budget to determine how well your application meets the selection criteria described above.

Number each page of your narrative and provide information in the order listed.

#### **A. PROGRAM DESIGN (60%)**

##### **1. Getting Things Done**

###### **Community Need**

Define the scope of your community and the community need(s) your program proposes to address, provide supporting evidence of those needs, and explain how you involved the students and the community in their

identification and selection. If you plan to make subgrants, how will you identify local community needs and how will you ensure that the community is involved in that process?

### **Program Goals, Objectives and Activities**

Complete the goals and objectives worksheet and summary form on pages 43 and 45. Describe your program design and explain how program activities will meet the community needs you have identified. In short, what will get done in the community as a result of your program?

If community needs will be met through subgrantee programs, please describe the process and criteria by which you will select and monitor your subgrants. You may also include a copy of a sample Request for Proposals (RFP) in the appendix.

### **Participant Roles**

Who will be the participants of your program (see definitions of participants in Appendix B)? What roles will your participants play in program development, implementation and administration; and what participant, institutional, and community outcomes do you expect as a result of their involvement?

### **Community Involvement**

How will you incorporate existing community resources or assets into your program? What is your plan to ensure ongoing engagement and feedback from the community?

### **Training and Technical Assistance**

What are the goals of your training and technical assistance plan? How do you plan to provide (or access) appropriate training and technical assistance for those who are involved in your program?

How will you utilize the Learn and Serve America Training and Technical Assistance Exchange, the Learn and Serve America National Service-Learning Clearinghouse, and other national T/TA providers?

How will you link to other Corporation streams of service to share technical assistance and resources?

## **2. Strengthening Communities**

### **Partnerships**

Describe the nature and scope of the key partnerships you have developed or are developing to meet your identified community needs. What is the role of each partner?

If you will make subgrants, how will you ensure that appropriate partnerships among schools, higher education institutions, and other community entities are forged?

*In your appendices you may provide letters of commitment or other evidence from your program partners that they are committed to providing resources or services to your program.*

### **Sustainability**

Indicate the activities you will implement to ensure that your project will be able to continue (if appropriate) once Corporation funding ends.

What are your plans for sustaining the partnerships and institutionalizing the efforts initiated by the proposed program?

- *School-based programs:* How will your proposed program complement or align with emerging service-learning, curricular, instructional, and/or standards-based reform initiatives?
- *Community-based:* How does service and service-learning fit into your institutional or organizational mission?

### **Innovation/Replication**

Describe aspects of your program that are innovative. How will you provide a new strategy or creatively adapt a proven strategy to address a problem, issue or question?

Describe aspects of your program that are replicable. If applicable, indicate how and with whom you intend to replicate your program.

### **Outreach**

Describe your efforts to educate and inform others – including your school, college, community, parents, the public, media, and potential partners -- about your proposed program and its accomplishments. How will you determine the effectiveness of your outreach

### **Building Capacity**

How will service-learning strategies enhance community and partner organizations?

How will your service-learning strategies enhance your institution or organization? How will your proposed program effect change at the institutional level? How do you intend to improve the ability of the institutions in your program to meet their educational and service missions through your service-learning program? How will your program change the

ways institutions in your target community(ies) work together to address unmet community needs?

***For Indian Tribe Applicants Only***

How will you involve your Tribal Council and Tribal education department in your program?

**Mobilizing Resources and Volunteers**

Describe the ways in which your program will recruit and use adult volunteers.

How will the program leverage additional community resources (financial, human, technical, and/or knowledge-based) to meet community needs? For example: How will your program cooperate with school-to-work, welfare-to-work, community education programs, or public and private local entities? Or, how will federal work-study students participate in and strengthen your programs?

**Community Diversity**

Describe your plans for engaging individuals from diverse backgrounds in your program's activities. Diversity may include diversity of age, ability, religion, class, race, ethnicity, gender, etc. How will you strengthen communities and promote civic responsibility by bringing together individuals from diverse backgrounds to meet community needs?

**3. Participant Development**

**Recruitment/Development/Training and Supervision**

How many participants do you expect to have in your program?

What are your plans for recruiting, developing, training, supervising, and recognizing participants? If you will make subgrants, how will you ensure that your subgrantees adequately address these issues?

How will you ensure that students/youth play a significant role in developing, implementing and administering your program, and that student leadership/youth voice is demonstrated?

How will you promote, collaborate with and/or benefit from such resources as in-state regional networks, youth action councils, the National Service-Learning Leader Schools, and recipients of the President's Student Service Awards and the President's Student Service Scholarships? (You may learn more about these programs by visiting the Corporation for National Service's website at [www.nationalservice.org](http://www.nationalservice.org).)

### **Promoting an Ethic of Service and Civic Responsibility**

What are the specific civic competencies and skills the program participants will develop as a result of your activities?

What specific strategies will you and/or your subgrantees use to foster the identified civic competencies and skills?

How will you assess the development of these competencies and skills?

To promote a lifelong ethic of service, what are your plans to make participants aware of other opportunities to serve beyond your program?

### **High Quality Service-Learning**

How will you integrate service and learning? If you subgrant, how will you ensure that your sub-grantees integrate service and learning?

What approaches will you use to ensure that your service-learning initiatives and those of your subgrantees are of high quality? Specifically, what outcomes will you measure to assess the quality of your programs?

How will you ensure that reflection is incorporated throughout the service-learning activities? If possible, indicate when these opportunities will occur, what form(s) they will take, and who will facilitate the reflection sessions.

### **Fostering Appreciation for Diversity**

How will you provide opportunities for participants to learn to serve together with people of diverse backgrounds? What preparation will be involved?

## **B. ORGANIZATIONAL CAPACITY (25%)**

### **Programmatic and Fiscal Oversight**

What are the roles and responsibilities of collaborating organizations, contractors and subgrantees? Attach an organizational chart that illustrates and describes your program's structure.

Describe your financial management systems and any experience you have in administering a Learn and Serve America program or other Federal grant.

### **Track Record**

If you have previously administered a Learn and Serve America or other service-learning program, how will your proposed activities build on past accomplishments?

### **Staff Roles**

Who will be responsible for overall program coordination and for such major program components as planning, implementation, training, evaluation, and fiscal management? How will staff development needs be addressed?

Describe the actual or desired qualifications and roles of key staff. Include time commitments to the program. Please attach resumes and/or position descriptions.

### **Evaluation and Continuous Improvement**

Describe your plan to evaluate annually the activities and impacts of your program? How will you assess your program on an ongoing basis and make appropriate efforts to improve during the program year? Describe your plans to produce a final evaluation product at the end of your three-year program?

If your program will make subgrants, how will you help subgrantees evaluate their local efforts?

## **C. BUDGET AND COST-EFFECTIVENESS (15%)**

Complete the budget form and prepare a budget narrative according to the budget form and narrative instructions. Your budget and budget narrative should demonstrate the following:

### **Consistency with Program Design**

Program narrative, budget and budget narrative correspond; match requirements are met; costs clearly demonstrate support for your Learn and Serve America program.

### **Institutional Support and Sustainability**

Your share of the budget indicates your institution's support for the program; you have the ability to leverage financial resources from other sources.

### **Cost-effectiveness**

Overall costs are reasonable and meet Learn and Serve America requirements.

## **IV. Objectives Worksheets (up to nine worksheets) and Summary Form**

Read Appendix A thoroughly. Then, based on your program goals, develop your program objectives. You should develop at least one objective in each of the following areas: Getting Things Done, Strengthening Communities and Participant Development. You must submit at least three, and may submit no more than nine objectives. Once you have completed the worksheets, transfer the objective statements to the Objective Summary Form.

## **V. Assurances and Certifications Form**

Read carefully the assurances and certifications. Then complete the Assurances and Certifications Form that certifies that your organization will comply with the required Federal assurances and certifications.

## **VI. Appendices (up to five items)**

The appendix of your application may include up to five items. Attach items such as an organizational chart, a resume of a key project staff person, a partnership agreement, a letter of commitment that details collaboration, and a brochure or other publicity items. Do not submit video or cassette tapes.

## TITLE PAGE INSTRUCTIONS

Read the instructions carefully and complete this form accurately. Please type.

1. **Program Title.** Enter the title of your program.
2. **Legal Applicant.** The Legal Applicant is the entity that assumes responsibility for the financial and reporting requirements of the grant. The contact person must have authority to commit and receive funds on behalf of the Legal Applicant. Enter the Legal Applicant's and the contact person's names. Complete the mailing address, including the phone number, fax number and email address of the institution or agency that will serve as the Legal Applicant. If you provide a PO Box, you must also provide a street address. Notification of grant awards will be sent to the street address.
3. **Employer ID Number.** Provide the 9-digit Employer Identification Number (EIN) as assigned by the Internal Revenue Service.

**BOXED AREA:** Enter the amount of Corporation funds you are requesting in this proposal (as reflected on your budget form for the current year).

4. **Program Funding/Applicant**
  - K-12 Applicants: Check the box that best describes the funding for which you are applying (School-Based, School-Based Competitive, Community-Based). Under that heading, indicate the entity that will manage the program.
  - Higher Education Applicants: Check the box that describes the type of program you are proposing.
5. **Program Director.** Enter the complete mailing address, including the phone and fax number of the designated Program Director. If no one has been selected, indicate this and enter the name of the person we can contact to discuss the programmatic aspects of the proposal.
6. **Budget.** If you are applying for the first year of a program, enter the total amount of funds you are requesting from the Corporation and the total program cost under first year. Include estimated funding for second and third years. If you are requesting funds for the second year of a program, enter the total amount of funds you are requesting from the Corporation and the total program cost under second year. Include estimated funding for the third program year. If you are requesting funds for the third program year, enter the total amount of funds you are requesting from the Corporation and the total program cost under third year.



- 7. Anticipated Number of Participants.** For guidance on what constitutes a participant for your particular program, consult the program guidelines on pages 6-11. Complete all categories that apply to your program.
- 8. Prior Corporation Funding.** If you have ever been a direct recipient of any Corporation for National Service funding, check the box, complete the dates of the award, and check the box for the program funding source. List all prior Corporation grants you have received and the initial year they were awarded. If you are also submitting a grant application to another Corporation program for FY2000, check the box and note which program.
- 9.** Check the national issues area(s) that your proposed program will address. Check only the issue area(s) that include the primary focus of activities.
- 10.** If applicable, provide the estimated number of subgrants you will award outside your institution, and the average amount per subgrant.

**QUESTIONS 11-13 REFER TO HIGHER EDUCATION APPLICANTS ONLY.**

**Consortia programs should complete questions 11a-c. Other higher education applicants may skip to question 12.**

- 11a.** If you plan on subgranting, list (if available) the key institutions involved in the proposed program. If they are not yet selected, indicate that here.
- 11b.** Check the box that best describes the type of institution that will manage the consortium.
- 11c.** Check the box that best describes the geographic scope of the consortium activities.
- 12. Institutional Descriptors.** Check all descriptors that apply to the your institution or the institutions in the proposed consortium.
- 13. Academic Departments.** Check the discipline(s) that represent(s) the primary academic focus of your proposed program.

**ALL APPLICANTS**

- 14. Certification.** Type or clearly print the name, title and phone number of the official who has the authority both to commit the organization to accept Federal funding and to carry out the proposed project. Submit the original ink-signed copy of the authorizing official's signature. **Approval of this application by the Corporation may not take effect until a signed certification is submitted.**

**TITLE PAGE:  
LEARN AND SERVE  
AMERICA**

FOR INTERNAL USE ONLY

This form must be typewritten.

1. **Program Title:**\_\_\_\_\_

2. **Legal Applicant**\_\_\_\_\_

**Contact Person:**\_\_\_\_\_

This person must have authority to commit and receive funds on behalf of the legal applicant.

**Address:** \_\_\_\_\_

P.O. Box users should include both P.O. Box and street address

**City:**\_\_\_\_\_ **State:**\_\_\_\_\_ **Zip:**\_\_\_\_\_ **Phone:**(\_\_\_\_)\_\_\_\_\_

**Email Address:**\_\_\_\_\_ **Fax:** (\_\_\_\_)\_\_\_\_\_

**Website:** \_\_\_\_\_

3. **Employer ID Number:**\_\_\_\_\_

4. **Program Funding and Applicant Type**

Corporation funds  
requested (this  
proposal):  
\$ \_\_\_\_\_

**School-Based Programs**

☐ State Education Agency (formula allotment)

☐ Indian Tribe

☐ US Territory

**Community-Based Programs**

☐ State Commission/

Alt. Administrative Entity

☐ Grantmaking Entity

☐ **School-Based Competitive (CHESP)**

☐ State Education Agency

☐ Grant Making Entity

☐ Indian Tribe

☐ US Territory

☐ **Higher Education Programs**

☐ Individual Campus

☐ Consortia

☐ Dissemination

5. **Program Director:**\_\_\_\_\_

**Address:**\_\_\_\_\_

**Organization's**

**Name:**\_\_\_\_\_

**City:**\_\_\_\_\_ **State:**\_\_\_\_\_ **Zip:**\_\_\_\_\_ **Phone:**(\_\_\_\_)\_\_\_\_\_

**Email address:**\_\_\_\_\_ **Fax:** (\_\_\_\_)\_\_\_\_\_

6. **Budget**

Year 1

Year 2 Estimates

Year 3 Estimates

Corporation funds requested: \_\_\_\_\_

Total Program Costs: \_\_\_\_\_

**7. Anticipated Number of Participants\***

\_\_\_\_\_ K-12 students                      \_\_\_\_\_ teachers                      \_\_\_\_\_ faculty  
\_\_\_\_\_ undergraduate students                      \_\_\_\_\_ graduate students  
\_\_\_\_\_ community members                      \_\_\_\_\_ other volunteers

\*see Appendix B , "Definitions of Participants"

**8. Check here if you have ever received or are receiving funds as a direct grantee from the Corporation for National Service.**

If box is checked, indicate under which program you receive or received funds:

<u>Program</u>	<u>Initial Funding Year</u>
<input type="checkbox"/> Learn and Serve America	_____
<input type="checkbox"/> AmeriCorps*State	_____
<input type="checkbox"/> AmeriCorps*VISTA	_____
<input type="checkbox"/> AmeriCorps*National	_____
<input type="checkbox"/> AmeriCorps*Education Awards	_____
<input type="checkbox"/> National Senior Service Corps	_____

Check here if you are submitting other grant applications to the Corporation in FY2000. If the box is checked, to which program have you applied?

\_\_\_\_\_

**9. Check the national issue area(s) that the proposed program will address:**

☐ Education    ☐ Public Safety                      ☐ Environment                      ☐ Other human needs

10. (Complete if applicable) The applicant expects to award \_\_\_\_\_ subgrants at an average amount of \$\_\_\_\_\_ each.

**FOR HIGHER EDUCATION APPLICANTS ONLY:**

**Consortia:**

11a. Name the key institution(s) of higher education involved in the proposed program:

\_\_\_\_\_  
\_\_\_\_\_

11b. The legal applicant is a(n): ☐ institution of higher education

☐ public agency

☐ non-profit organization

11c. The geographic scope of the consortium is: ☐ statewide

☐ regional

☐ national

other\_\_\_\_\_

**ALL HIGHER EDUCATION APPLICANTS**

**12. Institution Descriptors. Check the characteristics that apply to your institution or the ones in your consortium:**

- |                                   |  |   |
|-----------------------------------|--|---|
| <input type="checkbox"/> Public   | <input type="checkbox"/> Faith-Based                 | <input type="checkbox"/> Liberal Arts                 |
| <input type="checkbox"/> Private  | <input type="checkbox"/> Community college           | <input type="checkbox"/> Hispanic-serving institution |
| <input type="checkbox"/> 2-year   | <input type="checkbox"/> Technical/vocational        | <input type="checkbox"/> Historically Black college   |
| <input type="checkbox"/> Research | <input type="checkbox"/> Tribally controlled college | or university   |

**13. Check the disciplines that represent the primary academic focus of your program:**

- |   |   |
|---|---|
| <input type="checkbox"/> Arts and humanities        | <input type="checkbox"/> Mathematics and natural sciences |
| <input type="checkbox"/> Business and management    | <input type="checkbox"/> Other health professions         |
| <input type="checkbox"/> Education                  | <input type="checkbox"/> Social sciences                  |
| <input type="checkbox"/> Engineering and Technology | <input type="checkbox"/> Other (list)_____                |
| <input type="checkbox"/> Law                        | <input type="checkbox"/> All                              |
| <input type="checkbox"/> Medicine                   |   |

**ALL APPLICANTS:**

**14. Certification: The applicant certifies to the best of his/her knowledge and belief that the data in this application are true and correct and that filing of this application has been duly authorized by the governing body of the applicant and the applicant will comply with the assurances required of applicants if the assistance is approved.**

Name:\_\_\_\_\_ Title:\_\_\_\_\_

Type your full name and title

Signature:\_\_\_\_\_ Date:\_\_\_\_\_

## School- and Community-Based Programs Budget Narrative Format and Budget Form Instructions

All applicants under Learn and Serve America: School- and Community-Based Programs must use the appropriate Budget Form. Complete the Budget Narrative first, using the line items on the form as a guide, then transfer the appropriate dollar amounts to the Budget Form. Round each figure to the nearest dollar.

### I. Budget Narrative Instructions

As indicated on the example format, you must organize the Budget Narrative in the same order as the Budget Form and clearly identify the requested Corporation Share and your share. ***Make sure that your share is at least 10 % of the total program costs for year one of the grant, 20% for second year continuation, and at least 30% of the total program cost for third year continuation. Grantees who have received Learn and Serve America funding for three years or more must provide at least 50% of the total program cost (a minimum of a dollar for dollar match) for each year.*** Complete the Narrative both for funds you request from the Corporation and for other federal/state/local/private funds. Explain whether your share is in-kind or in cash.

***For each line item on the Budget Form, provide a full explanation in the Budget Narrative of the cost basis, that is, the item's purpose and how you calculated its cost.*** Use an equation format where appropriate. For example, break down travel into discrete components, and prepare equations showing the number of anticipated trips, the number of travelers, and the estimated cost.

For example:

- Site visits to sub-grantees. We will make site visits to each of the 5 subgrantees to monitor their performance and to participate in local program activities as needed.

5 subgrantees x 2 trips x \$300 (includes \$150 airfare, \$50 per diem, \$100 lodging) = \$3,000

- Subgrantee travel to workshops.

3 staff each x 5 subgrantees x 1 workshop x \$200 (includes \$20 mileage, \$50 per diem, \$100 lodging, \$30 registration fee) = \$3,000

***Listed below are explanations of Sections A-D on the budget form and examples of the types of costs that are typically associated with each cost category.***

#### **A. Implementation, Operation and Expansion of Service-Learning Programs**

Include in this section funds that will support service-learning programs through subgrants to local partnerships and other implementation costs.

**A1. Local Partnership Subgrants.** This category includes funds for subgrants to local partnerships to implement service-learning programs. Show the number of subgrants you plan to make and the average amount or range of those subgrants. Include any match that you will require of your subgrantees under the “Grantee Share” column in this category.

**A2. and A3. Salaries and Benefits of Implementation Staff.** Include the portion of staff costs that are attributed to implementation activities of the program. Identify each staff member in terms of responsibilities and title, and express the cost of that person either as a percentage of the individual’s base salary (the total salary and percentage of time allocated to the proposed program cited) or as an hour pro-ration (the hourly rate and the number of projected hours cited). Note that staff time may be prorated between the Implementation, Capacity Building, and Administration budget sections as appropriate.

**A4. Other Implementation Costs.** List individually and clearly explain in the budget narrative items related to implementation that do not fit other Implementation categories.

**A5. Adult Volunteer Programs (School-based applicants only).**

Include funds you will subgrant to local partnerships to implement school-based service-learning programs involving adult volunteers.

## **B. Planning and Capacity Building**

*For School-based programs, planning and capacity building costs must be at least 10% of the Corporation share and not more than 15%.* State Education Agencies and Indian tribes may allocate to these costs no less than 10% and not more than 20% of the grant. (Note that State Education Agencies and Indian tribes requesting more than 15% must include a request for a waiver.)

*Community-based programs must allocate at least 10% of the Corporation Share to planning and capacity building costs.* There is no limit on the maximum funding Community-based programs may allocate to capacity-building.

The Federal limit of \$443 per day for honoraria or consultant fees of any type is applicable to all program types.

The cost categories listed below reflect common components in planning and capacity building of service-learning programs. The examples are merely illustrative and not required (except where noted).

**B1. Training and Technical Assistance.** Include any costs associated with training and professional development of teachers or program staff, such as costs for consultants, trainers, speakers, conference attendance, and training materials.

**B2. Curriculum Development.** Include costs for consultants, workshops, or mini-grants related to integrating service-learning into curriculum.

**B3. Evaluation/Research.** Include funds for consultants or staff specifically assigned to tracking progress toward objectives, collecting and analyzing data, or soliciting stakeholder feedback in order to continually improve the program. We

encourage you to propose intensive and sophisticated evaluations and research that will create new knowledge about service-learning impacts and practices.

**B4. Travel to Grantee Meetings.** You must include \$2,000 in this line item to cover the cost of attending Corporation-sponsored technical assistance meetings.

**B5. Monitoring and Other Travel.** Include costs to facilitate oversight of subgrantee programs (if applicable) and other travel. Costs might include transportation and lodging for site visits.

**B6. Equipment and Supplies.** Equipment is defined as tangible non-expendable property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit (including accessories, attachments and modifications). Equipment purchases must not exceed 10% of the proposed Corporation share and generally is allowed only in the first two years of the grant. Items that do not meet this definition should be listed as supplies. You must individually list any single item valued at more than \$1,000.

**B7. Dissemination.** Include funds to publish and/or disseminate training manuals, evaluation assessment tools, promising practice guides, and other successful products of your program.

**B8. And B9. Salaries and Benefits of Planning and Capacity Building Staff.** Include the portion of staff costs that are attributed to Capacity Building activities of the program. Identify each staff member in terms of responsibilities and title, and express the cost of that person either as a percentage of the individual's base salary (the total salary and percentage of time allocated to the proposed program cited) or as an hour pro-ration (the hourly rate and the number of projected hours cited). Note that staff time may be prorated between the Implementation, Capacity Building and Administration budget sections as appropriate.

**B10. Other Capacity Building Costs.** You may include in this line item internet costs of up to \$250, and other costs associated with Capacity Building.

## **C. Administration**

**a. Definition.** Administrative costs means general or centralized expenses of overall administration of an organization that receives Corporation funds and does not include particular Program or project costs. For organizations that have an established indirect cost rate for Federal awards, administrative costs mean those costs that are included in the organization's indirect cost rate. Such costs are generally identified with the organization's overall operation and are further described in Office of Management and Budget Circulars A-21, A-87 and A-122. For organizations that do not have an established indirect cost rate for Federal awards, administrative costs include:

**i.** costs for financial, accounting, auditing, contracting or general legal services except in unusual cases where they are specifically approved in writing by the Corporation as program costs;

- ii. costs for internal evaluation, including overall organizational management improvement costs (except for independent and internal evaluations of the Program or project that evaluations are specifically related to creative methods of quality improvement); and
- iii. costs for general liability insurance that protects the organization(s) responsible for operating a Program or project, other than insurance costs solely attributable to the Program or project.

Administrative costs may also include that portion of salaries and benefits of the Program's director and other administrative staff not attributable to the time spent in support of a specific Program or project. The principles that pertain to the allocation and documentation of personnel costs are stated in the OMB circulars that are incorporated in Corporation regulations [45 CFR 2541.220(b)].

Administrative costs **do not** include the following allowable expenses directly related to a Program or project (including their operations and objectives), such as:

- i. costs for independent evaluations and any internal evaluations of the Program or project that are related specifically to creative methods of quality improvement;
- ii. costs, excluding those already covered in an organization's indirect cost rate, attributable to staff that work in a direct Program or project support, operational, or oversight capacity, including, but not limited to: support staff whose functions directly support Program or project activities; staff who coordinate and facilitate single or multi-site Program and project activities; and staff who review, disseminate and implement Corporation guidance and policies directly relating to a Program or project;
- iii. space, facility and communication costs that primarily support Program or project operations, excluding those costs that are already covered by an organization's indirect cost rate; and
- iv. other allowable costs, excluding those costs that are already covered by an organization's indirect cost rate, specifically approved by the Corporation as directly attributable to a Program or project.

**b. Limitation by statute.** Administrative costs cannot exceed 5% of total Corporation funds actually expended under this award (including subgrantee awards).

**c. Fixed 5%.** If approved on a case-by-case basis by the Corporation, the grantee may charge, for administrative costs, a fixed 5% of the total of the Corporation funds expended. In order to charge this fixed 5%, the grantee match for administrative costs may not exceed 10% of all direct cost expenditures. These rates may be used without supporting documentation and are in lieu of an indirect cost rate.



#### **d. Indirect Cost Rates.**

- i. If grantees have an approved indirect cost rate, such rate will constitute documentation of the grantee's administrative costs including the 5% maximum payable by the Corporation and the grantee match of administrative costs.
- ii. If a grantee wants to claim more than 10% match in administrative costs it must have or obtain an approved indirect cost rate. Where appropriate, the Corporation will establish an indirect cost rate that may be used for this and other Federal awards.

**e. Consistency of treatment.** To be allowable under an award, costs must be consistent with policies and procedures that apply uniformly to both federally financed and other activities of the organization. Furthermore, the costs must be accorded consistent treatment in both federally financed and other activities as well as between activities supported by different sources of federal funds.

To calculate the maximum allowable administrative costs, multiply the total of budget sections A and B by 0.0526. This total is the maximum amount the applicant may request from the Corporation for this line item.

#### **D. Total**

Fill in the totals from each column. Note that the Corporation share cannot exceed 90% of the total program cost in Year 1 of the grant, 80% of the total program cost in Year 2, and 70% of the total program cost in Year 3. Confirm that in column three that our share and your share added together is 100% of the total program cost. *Note that for grantees who have received three or more years of Learn and Serve America funding, the Corporation share must not exceed 50% (a minimum of a dollar for dollar match).*

#### **Projected Second and Third Year Requests**

*If you are applying for the first year of a program, include projected budgets for years 2 and 3. If you are submitting information for the second program year, include a projected budget for year 3. You do not need to describe each line item of the projected budget, but you should indicate in your budget narrative the line items that you expect to increase or decrease in future program years.*

## **II. Budget Form Instructions**

*When you have completed the Budget Narrative, carefully transfer the appropriate dollar amounts to the appropriate School- or Community-based Budget Form. Use the Budget Form for your original budget and any revisions we may request. If necessary, you should mark subsequent budget revisions as such with the date of revision.* Please review all calculations to ensure that all categories add up by column and by row.

**LEARN AND SERVE AMERICA:  
SCHOOL-BASED PROGRAMS  
Budget Form**

Original  
Revision \_\_\_\_\_  
(date of revision)

Applicant Name: \_\_\_\_\_  
Program Name: \_\_\_\_\_  
Program Year: \_\_\_\_\_

	<b>Corporation Share</b> Funds Requested from the Corporation	<b>Grantee Share</b> Other Federal, State, Local or Private Funds	<b>Total</b> Total Program Funding
<b>A. Implementation, Expansion, Operation and Replication of Service-Learning Programs</b>			
1. Local Partnership Subgrants			
2. Salaries			
3. Benefits			
4. Other (Please specify in budget narrative)			
5. Adult Volunteer Programs			
<b>Subtotal</b>	_____	_____	_____
<b>B. Planning and Capacity Building</b> (Not less than 10% and not more than 15% of Corporation funds. State Education Agencies and Indian tribes can request a waiver to allocate up to 20%)			
1. Training and Technical Assistance			
2. Curriculum Development			
3. Evaluation/Research			
4. Travel to Grantee Meetings	\$2,000		
5. Monitoring and Other Travel			
6. Equipment and Supplies			
7. Dissemination			
8. Salaries			
9. Benefits			
10. Other (Please specify in budget narrative)			
<b>Subtotal</b>	_____	_____	_____
<b>C. Administration</b> (Not to exceed 5% of Corporation funds)	_____	_____	_____
<b>D. TOTAL (A through C)</b>	_____	_____	_____
	(Not more than 90% of total program cost in year 1, 80% in year 2, 70% in year 3, 50% in any subsequent year)	(Not less than 10% of total program costs in year 1, 20% in year 2, 30% in year 3, 50% in any subsequent year)	(100%)

Please review all calculations to ensure that all categories add up by column and by row.

**SECOND AND THIRD YEAR ESTIMATES**

Year 2: \_\_\_\_\_  
Year 3: \_\_\_\_\_

**LEARN AND SERVE AMERICA:  
COMMUNITY-BASED PROGRAMS  
Budget Form**

Original  
Revision \_\_\_\_\_  
(date of revision)

Applicant Name: \_\_\_\_\_  
Program Name: \_\_\_\_\_  
Program Year: \_\_\_\_\_

	<b>Corporation Share</b> Funds Requested from the Corporation	<b>Grantee Share</b> Other Federal, State, Local or Private Funds	<b>Total</b> Total Program Funding
<b>A. Implementation, Expansion, Operation and Replication of Service-Learning Programs</b>			
1. Local Partnership Subgrants			
2. Salaries			
3. Benefits			
4. Other (Please specify in budget narrative)			
<b>Subtotal</b>	_____	_____	_____
<b>B. Planning and Capacity Building</b> (Not less than 10% of Corporation funds)			
1. Training and Technical Assistance			
2. Curriculum Development			
3. Evaluation/Research			
4. Travel to Grantee Meetings	\$2,000		
5. Monitoring and Other Travel			
6. Equipment and Supplies			
7. Dissemination			
8. Salaries			
9. Benefits			
10. Other (Please specify in budget narrative)			
<b>Subtotal</b>	_____	_____	_____
<b>C. Administration</b> (Not to exceed 5% of Corporation funds)	_____	_____	_____
<b>D. TOTAL (A through C)</b>	_____	_____	_____
	(Not more than 90% of total program cost in year 1, 80% in year 2, 70% in year 3, 50% in any subsequent year)	(Not less than 10% of total program costs in year 1, 20% in year 2, 30% in year 3, 50% in any subsequent year)	(100%)

*Please review all calculations to ensure that all categories add up by column and by row.*

**SECOND AND THIRD YEAR ESTIMATES**

Year 2: \_\_\_\_\_

Year 3: \_\_\_\_\_

Objective Number: \_\_\_\_\_

### Learn and Serve America: Objective Worksheet

Make copies of this sheet as needed. Please refer to Appendix A before completing this worksheet.

Legal

Applicant: \_\_\_\_\_

Program

Name: \_\_\_\_\_

Program Year: circle one      1      2      3

Objective Category: \_\_\_\_Getting Things Done \_\_\_\_Strengthening Communities \_\_\_\_ Participant Development

#### *Building the Objective:*

1. What will be done? (For example: What service activities will participants engage in? What efforts will be made to develop institutional capacity? What efforts will be made to build partnerships? What skills/experience will be imparted?)
  
2. What will change as a result of the activity?
  
3. What tools/methods will you use to measure the change?
  
4. How much change will indicate success? Over what period of time? How many beneficiaries will achieve this level of change?
  
5. How many people will directly benefit from this activity?

#### *The Objective Statement:*

6. Restate your complete objective, parts 1 - 5, in sentence format.

## LEARN AND SERVE AMERICA OBJECTIVES SUMMARY FORM

Legal Applicant \_\_\_\_\_

Program Name \_\_\_\_\_

Date: \_\_\_\_\_

Program Year: circle one: 1   2   3

**Please state your overall program goals in no more than one page and attach that goals statement to this form.** In the space below please list your program objectives, as indicated on line 6 of each of your objective worksheets. All objectives should lead directly toward fulfillment of your program goals.

### **Getting Things Done:**

1.

2.

3.

### **Strengthening Communities:**

1.

2.

3.

### **Participant Development:**

1.

2.

3.

## Certifications and Assurances

### Instructions

By signing and submitting this application, as the duly authorized representative of the applicant, you certify that the applicant will comply with the Certifications and Assurances described below.

#### a) Inability to certify

Your inability to provide the certifications or assurances listed below will not necessarily result in denial of a grant. You must submit an explanation of why you cannot do so. We will consider your explanation in determining whether to enter into this transaction. However, your failure to furnish an explanation will disqualify your application.

#### b) Erroneous certification or assurance

The certifications and assurances are material representations of fact upon which we rely in determining whether to enter into this transaction. If we later determine that you knowingly submitted an erroneous certification or assurance, in addition to other remedies available to the Federal Government, we may terminate this transaction for cause or default.

#### c) Notice of error in certification or assurance

You must provide immediate written notice to us if at any time you learn that a certification or assurance was erroneous when submitted or has become erroneous because of changed circumstances.

#### d) Definitions

The terms “covered transaction”, “debarred”, “suspended”, “ineligible”, “lower tier covered transaction”, “participant”, “person”, “primary covered transaction”, “principal”, “proposal”, and “voluntarily excluded” as used in this clause, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549. An applicant shall be considered a “prospective primary participant in a covered transaction” as defined in the rules implementing Executive Order 12549. You may contact us for assistance in obtaining a copy of those regulations.

#### e) Certification requirement for subgrant agreements

You agree by submitting this proposal that if we approve your application you shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by us.

#### f) Certification inclusion in subgrant agreements

You agree by submitting this proposal that you will include the clause titled “Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion-Lower Tier Covered Transactions,” provided by us, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

#### g) Certification of subgrant principals

You may rely upon a certification of a prospective participant in a lower-tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless you know that the certification is erroneous. You may decide

the method and frequency by which you determine the eligibility of your principals. You may, but are not required to, check the List of Parties Excluded from Federal Procurement and Nonprocurement Programs.

**h) Non-certification in subgrant agreements**

If you knowingly enter into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, we may terminate this transaction for cause or default.

**i) Prudent person standard**

Nothing contained in the foregoing may be construed to require establishment of a system of records in order to render in good faith the certifications and assurances required. Your knowledge and information is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

## **CERTIFICATIONS**

### **Certification – Debarment, Suspension, and Other Responsibility Matters**

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, Section 85.510, *Participants' responsibilities*.

- A. As the duly authorized representative of the applicant, I certify, to the best of my knowledge and belief, that neither the applicant nor its principals:
- Is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency.
  - Has, within a three-year period preceding this application, been convicted of, or had an adverse civil judgment entered in connection with, fraud or other criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property.
  - Is presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State or local) with commission of any of the offenses enumerated in paragraph (1) (b) of this certification, and
  - Has not, within a three-year period preceding this application, had one or more public transactions (Federal, State or local) terminated for cause or default;
- B. If you are unable to certify to any of the statements in this certification, you must attach an explanation to this application.

### **Certification – Drug-Free Workplace**

This certification is required by the regulations implementing the Drug-Free Workplace Act of 1988, 34 CFR Part 85, Subpart F. The regulations require certification by grantees, prior to award, that they will maintain a drug-free workplace. The certification set out below is a material representation of fact upon which reliance will be placed when the agency determines to award the grant. False certification or violation of the certification may be grounds for suspension of payments, suspension or termination of grants, or government-wide suspension or debarment (see 34 CFR Part 85, Section 85.615 and 85.620).

As the duly authorized representative of the grantee, I certify, to the best of my knowledge and belief, that the grantee will provide a drug-free workplace by:

- A. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- B. Establishing a drug-free awareness program to inform employees about—
  - the dangers of drug abuse in the workplace,
  - the grantee's policy of maintaining a drug-free workplace.
  - any available drug counseling, rehabilitation, and employee assistance programs, and
  - the penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- C. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (A);
- D. Notifying the employee in the statement required by paragraph (A) that, as a condition of employment under the grant, the employee will:
  - abide by the terms of the statement, and
  - notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction.
- E. Notifying us within ten days after receiving notice under subparagraph (D) from an employee or otherwise receiving actual notice of such conviction;
- F. Taking one of the following actions, within 30 days of receiving notice under subparagraph (D), with respect to any employee who is so convicted—
  - Taking appropriate personnel action against such an employee, up to and including termination; or
  - Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- G. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (A) through (F).

#### **Certification – Lobbying Activities**

As required by Section 1352, Title 31 of the U.S. Code, as the duly authorized representative of the applicant, I certify, to the best of my knowledge and belief, that:

- No Federal appropriated funds have been paid or will be paid, by or on behalf of the applicant, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer of Congress in connection with the awarding of any Federal contract, the making of any Federal loan, the entering into of any cooperative agreement, or modification of any Federal contract, grant, loan, or cooperative agreement;
- If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the applicant will submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- The applicant will require that the language of this certification be included in the award documents for all subcontracts at all tiers (including subcontracts, subgrants, and contracts under grants, loans and cooperative agreements) and that all subrecipients will certify and disclose accordingly.



## **ASSURANCES**

As the duly authorized representative of the applicant, I certify, to the best of my knowledge and belief, that the applicant:

- Has the legal authority to apply for Federal assistance, and the institutional, managerial, and financial capability (including funds sufficient to pay the non-Federal share of project costs) to ensure proper planning, management, and completion of the project described in this application.
- Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
- Will establish safeguards to prohibit employees from using their position for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
- Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
- Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the nineteen statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 CFR 900, Subpart F).
- Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color, or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of disability (d) The Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) The Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) The Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) sections 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290dd-3 and 290ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the National and Community Service Act of 1990, as amended; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
- Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or Federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
- Will comply with the provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
- Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C 276a and 276a-77), the Copeland Act (40 U.S.C 276c and 18 U.S.C. 874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for Federally assisted construction sub-agreements.
- Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires the recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
- Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved state management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C 1451 et seq.); (f) conformity of Federal actions to State (Clean Air)

Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

- Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C 1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
- Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16U.S.C. 469a-l et seq.).
- Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
- Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
- Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§ 4801 et seq.) which prohibits the use of lead based paint in construction or rehabilitation of residence structures.
- Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act of 1984, as amended, and OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations.
- Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
- Will keep such records and provide such information to us with respect to the program as may be required for fiscal audits and program evaluation.
- Will not use the assistance to replace State and local funding streams that had been used to support programs of the type eligible to receive Corporation support. For any given program, this condition will be satisfied if the aggregate non-Federal expenditure for that program in the fiscal year that support is to be provided is not less than the previous fiscal year.
- Will develop an age-appropriate learning component for participants in the program that includes a chance for participants to analyze and apply their service experiences.
- Will use the assistance only for a program that does not duplicate, and is in addition to, an activity otherwise available in the locality of the program.
- Will comply with the Notice, Hearing, and Grievance Procedures found in § 176 of the Act.
- Will, prior to the placement of a participant, consult with the appropriate local labor organization, if any, representing employees in the area who are engaged in the same or similar work as that proposed to be carried out by the program, to prevent the displacement and protect the rights of those employees.
- Will comply with the nondisplacement rules found in § 177(b) of the Act. Specifically, an employer shall not displace an employee or position, including partial displacement such as reduction in hours, wages, or employment benefits, as a result of the employer using an AmeriCorps participant; a service opportunity shall not be created that will infringe on the promotional opportunity of an employed individual; an AmeriCorps participant shall not perform any services or duties or engage in activities that (1) would otherwise be performed by an employee as part of the employee's assigned duties, (2) will supplant the hiring of employed workers, (3) are services or duties with respect to which an individual has recall rights pursuant to a collective bargaining agreement or applicable personnel procedures; or (4) have been performed by or were assigned to any presently employed worker, an employee who recently resigned or was discharged, an employee who is on leave, an employee who is on strike or is being locked out, or an employee who is subject to a reduction in force or has recall rights subject to a collective bargaining agreement or applicable personnel procedure.
- Will comply with the ineligible service provisions found in section 132 of the Act. Specifically a program may not use assistance or any approved national service position to perform service that provides direct benefit to any: (1) business organized for profit; (2) labor union; (3) partisan political organization; (4) organization engaged in religious activities (unless such service does not involve the use of assistance or participants to give religious instruction, conduct worship services, provide instruction as part of a program that includes mandatory religious education or worship, construct or operate facilities devoted to religious instruction or worship, or engage in any form of proselytization); or (5) nonprofit organization that fails to comply with the restrictions

contained in section 501 (c) (3) of the Internal Revenue Code (26 U.S.C. 501(c)(3)). However, the provisions of section 132 of the Act shall not be construed to prevent participants from engaging in advocacy activities undertaken at their own initiative.

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Signature of Authorized Certifying Official

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Printed Name

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Title

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Applicant Organization

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Date

# **LEARN AND SERVE AMERICA APPLICATION CHECKLIST**

**Each copy of your application contains:**

- ☐ **Signed Title Page**
  - ☐ **Executive Summary (no more than one page)**
    - ☐ For Current and Previous Learn and Serve America grantees only:  
Summary of previous Learn and Serve America Program and its  
impact (no more than one page)
  - ☐ **Proposal Narrative (no more than 20 pages)**
  - ☐ **Budget Form**
  - ☐ **Budget Narrative**
  - ☐ **Goals Statement**
  - ☐ **Objectives Summary Form**
  - ☐ **Objectives Worksheets (no more than nine worksheets)**
  - ☐ **Signed Assurances and Certifications Form**
  - ☐ **Appendices (no more than five items)**
- 
- ☐ **This application is double-spaced**
  - ☐ **This application is in not less than 12-point font**
  - ☐ **This application consists of one unbound, single-sided  
original and two copies**